

**TRAINING
INSTRUCTOR
GS-1712-09**

**ISO
STAFF**

I. POSITION AND ORGANIZATION INFORMATION**Position:**

Training Instructor, GS-1712-09

Purpose of position:

Serves as a training instructor responsible for the direct delivery of instruction or training services of a nonprofessional nature. A typical training curriculum includes the following courses:

1. OSH training: OSH programs; Dangers of Asbestos; Hearing Conservation; Eye Protection; Lead Hazard Awareness; Hazardous material management and Control; Non-Ionizing Radiation; Man-Made Vitreous Fibers; Ergonomics; Occupational Reproductive Hazards; Use of PPE; Energy Control; Confined Space Entry; HAZMAT Facility Operations; Hazardous Materials Communication; Radio Frequency Radiation Safety.
2. Information Security: Initial INFOSEC Training and Annual Refresher Training.
3. ISO Process Training: Work Processes (Current and Revised)

Organization:

Command Support Dept., ISO 9000 Division

Organization goals:**II. MAJOR DUTIES****A. Duty (Critical):**

Researches, develops, and updates course materials in accordance with prescribed course framework. Courses or units of instruction cover fundamentals and basic skills of an occupation such as Occupational Safety and Health, Information Security, and ISO processes; unstructured self-paced learning programs in a variety of subject areas; or basic, well-standardized courses, up to and including basic college undergraduate equivalent level. (25%)

Tasks:

1. Researches training source material (government regulations, manuals, and technical orders, wiring and schematic diagrams, commercial publications, and vendor-supplied and other information) to ensure currency, adequacy, and accuracy of established course documents such as course charts, plans of instruction, and training and proficiency standards.
2. Plans and develops course materials such as study guides, visual aids, simulations (mock ups and models), written tests, proficiency charts, training aids, and course outlines. Organizes, illustrates, interprets, and adapts current instructional material as required to reach and motivate students.
3. Recommends substantive changes in overall course content or course

materials as changes occur in subject matter specialty or assigned project. Changes may be in the curriculum, student population, training requirements, equipment, tactics, or organizational structure.

4. As required, participates in studies to determine requirements or special staff studies of training and testing materials.

5. Recommends appropriate scheduling of assigned course or performs coordinative duties as required.

Selected Staffing KSAs:

A1, A2, A3, A4, A5, A6, A7

B. Duty (Critical):

Develops and updates lesson plans for broad courses in fundamentals and skills of a technical occupation, courses equivalent to basic undergraduate level. (25%)

Tasks:

1. Working within prescribed course framework, prepares daily lesson plans for assigned course. Ensures lesson plans employ the full range of instructional techniques and tactics. Determines the manner in which to best convey the course material to the students using a combination of conventional teaching methods, e.g., conferences, demonstrations, and practical exercises on equipment, to present the subject matter.

2. As course material is updated, revises lesson plans to include new material. Assesses impact of new material and coordinates with other related courses of instruction.

3. Follows daily lesson plans, deviating to reach and motivate students of diverse ages, backgrounds and levels of interest, or to accommodate other unavoidable circumstances. Makes adjustments for unscheduled delays to minimize disruption to established course schedules.

Selected Staffing KSAs:

A1, A2, A3, A4, A5, A6, A7

C. Duty (Critical):

Conducts classroom and field instruction for broad courses in the fundamentals and skills of a technical occupation such as occupational health and safety, information security and ISO processes.. (25%)

Tasks:

1. Presents material in accordance with approved lesson plans and course control documents. Makes adjustments in presentation or other instructional methods to resolve common classroom problems, to include those of student motivation and communication, as well as last minute schedule or student changes, equipment malfunctions, or lack of supplies.

2. Ensures teaching supplies, equipment, and classrooms are available and operational at the allotted time.

3. Uses training aids such as training models and devices to enhance training outcome. Frequently introduces innovative and new approaches to established classroom techniques.
4. During field instruction, ensures students are knowledgeable of potential dangers from equipment and field hazards.
5. In cases where training equipment or information is very valuable or sensitive, ensures classroom procedures meet security and confidentiality standards.

Selected Staffing KSAs:

A1, A2, A3, A4, A5, A6, A7

D. Duty (Critical):

Monitors and evaluates effectiveness of courses covering a wide variety of topics in well-established areas of a subject-matter field. (25%)

Tasks:

1. Monitors and evaluates training effectiveness throughout course of instruction.
2. At the end of the course, completes an overall analysis of its effectiveness and makes substantive recommendations for changes in assigned unit of instruction.
3. May participate in task analyses for determining training requirements or in special staff studies of training and testing materials. Receives specific guidance on coverage, methodology, approaches, and sources to use.

Selected Staffing KSAs:

A1, A2, A3, A4, A5, A6

E. Other Work Requirements

1. The employee must obtain and maintain a Secret clearance.

III. KNOWLEDGES, SKILLS AND ABILITIES (KSAs)**A. Selected Staffing KSAs:**

1. Knowledge of training techniques, e.g., providing examples, demonstration, of equipment and/or process, eliciting appropriate experience, hands-on drills, sequence, academic counseling, simulation, gaming, and tutorial
2. Knowledge of specialized subject matter directly related to assigned course of instruction
3. Knowledge of Security, ^{occupational and Health} Safety, and Environmental Requirements
4. Ability to interpret technical data and prepare training materials. For example, employee must be able to interpret schematics, blueprints, and operating instructions to develop training material
5. Ability to plan and organize work
6. Ability to communicate orally
7. Ability to evaluate course content and effectiveness

B. Basic Training Competencies:

1. Knowledge of training techniques, e.g., providing examples, demonstration, of equipment and/or process, eliciting appropriate experience, hands-on drills, sequence, academic counseling, simulation, gaming, and tutorial
2. Knowledge of specialized subject matter directly related to assigned course of instruction
3. Knowledge of Security, Safety, and Environmental Requirements
4. Ability to interpret technical data and prepare training materials. For example, employee must be able to interpret schematics, blueprints, and operating instructions to develop training material
5. Ability to plan and organize work
6. Ability to communicate orally
7. Ability to communicate in writing
8. Ability to work harmoniously with all levels of personnel inside and outside the Department of Defense (For example, the employee must interrelate with military and civilian personnel on and off the installation and deal with a diverse student population, other training instructors, vendors, and contractors)
9. Ability to evaluate course content and effectiveness
10. Ability to recognize and address student learning problems

IV. CLASSIFICATION FACTORS**Factor 1. Knowledge**

1. Thorough familiarity with a wide variety of topics in the subject-matter area associated with assigned courses in order to conduct training ~~in the fundamentals and skills of a technical occupation, at the secondary through basic undergraduate (or equivalent) level, or all elementary school level subjects.~~ Knowledge is also required to properly organize, illustrate, and interpret course material, to give expression to the abstract principles and concepts associated with the subject matter, and to make substantive recommendations for changes to courses.

2. Knowledge of a wide range of training methods, techniques, and tools in order to resolve instructional problems related to typical motivational concerns and manage a wide variety of normal classroom situations in the classroom, to recommend substantive course improvements, and to independently plan and carry out training sessions within prescribed course frameworks.

Factor 2. Supervisory Controls

The instructor works independently within prescribed course framework. Resolves normal classroom problems and makes outside contacts for supplemental information and materials. Obtains guidance before taking action on unusual matters or questions of program objectives and policy. Recommendations for changes receive review for consistency with overall course material, for technical accuracy, and for educational adequacy. Course are audited and periodically evaluated by higher level instructors for technical accuracy and adherence to established lesson plans.

Factor 3. Guidelines

Instructional guidelines such as DoD, agency, command, and local regulations,

manuals, and policy information are immediately available. Typically assignments involve organization, illustration, interpretation, and adaptation of course or instructional material. Depending on course subject matter, commercial and/or vendor-supplied equipment and/or product publications are moderately complex.

Factor 4. Complexity

The work includes various duties involving different and unrelated processes and methods. The decision regarding what needs to be done depends upon the analysis of the subject, phase, or issues involved in each assignment, and the chosen course of action may have to be selected from many alternatives. The work involves conditions and elements that must be identified and analyzed to discern interrelationships.

Factor 5. Scope and Effect

Instructors at this level treat a variety of conventional problems, questions, or situations in conformance with established criteria. The work affects a wide range of activities, depending on the student population, their duty assignments, and subject matter of course. For example, the students may be from foreign countries, from different agencies, or from different skill/technical levels.

Factor 6. Personal Contacts

Personal contacts are frequently outside the immediate area. For example, instructors frequently contact manufacturers regarding new maintenance and repair problems to be covered in the course. Researching assigned subject specialty may require contact with other agencies, vendors, supply depots, technical experts, research laboratories, or professional associations.

Factor 7. Purpose of Contacts

Purpose of contacts is to plan, coordinate, or advise on work efforts, or to resolve operating problems by influencing or motivating individuals or groups who are working toward mutual goals and who have basically cooperative attitudes. For example, an instructor at this level may contact counterparts in another agency to exchange lesson plans or other course source material.

Factor 8. Physical Demands

Work is sedentary with little physical exertion.

Factor 9. Work Environment

The working environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, classrooms, and meeting and training rooms.

V. CLASSIFICATION SUMMARY

In this position:

The supportable grade is GS-09 because 100% of the work is at or above the GS-09 grade level. 100% of the duties are at the GS-09 grade level.

Duty A. 25% GS-1712-09 Training Instructor
Course Material Research, Development, and Update

Duty B. 25% GS-1712-09 Training Instructor
Lesson Plan Development and Update

Duty C. 25% GS-1712-09 Training Instructor
Classroom, Laboratory, and Field Instruction

Duty D. 25% GS-1712-09 Training Instructor
Course Monitoring and Evaluation

List of Modified Duties and Factors:

Duty A. has been edited. The final grade may or may not be appropriate. The factors have not been changed.

Duty B. has been edited. The final grade may or may not be appropriate. The factors have not been changed.

Duty C. has been edited. The final grade may or may not be appropriate. The factors have not been changed.

The classification criteria is contained in the OPM Position Classification Standard (PCS) for the Training Instruction Series, GS-1712 (TS-104, dated May 1991). The grade level criteria is contained in Part I of the OPM Grade Level Guide for Instructional Work (TS-90, dated March 1989).

GS-09

Grade: GS-09

All Edits were made to eliminate redundancies and clarify tasks